

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the research at the tenth grade students of MA Sunan Kalijaga Bawang was conducted, the researcher could conclude that there was a difference result in score students' speaking test of descriptive text between students who were taught using Think Pair Share Technique and those without Think Pair Share Technique. The conclusions of this research were drawn in accordance with the result of the data analysis in the previous chapter.

This research showed that Think Pair Share (TPS) is effective to teach students' speaking skill of descriptive text. There were significant from the result of students' achievement in experimental and control class. The average score for the experimental was 63.333 for the pre-test and 72.500 for the post-test. While the average scores for control class was 63.667 for the pre-test and 67.667 for the post-test. It can be concluded that the result of the post-test for the experimental class was higher than control class ($67.667 > 72.500$). It meant that it could reach Minimum Score Achievement (KKM) for English subject that was 70.00. Therefore, Think Pair Share Technique could be used in the teaching-learning process of speaking of descriptive text.

B. Suggestion

In the teaching-learning process of speaking of descriptive text, the teacher should create an active and interactive atmosphere. Because that was the basic things that had to be noticed in order to get attention in teaching-learning process, so that students could be more active and interactive. English teachers should be creative. They could support teaching-learning process by technique that was suitable with the material. Teacher could use technique such as think pair share was useful to attract students' feeling and their activeness. Think Pair Share Technique could be a good option in teaching speaking of descriptive text. Think Pair Share Technique that used in the teaching speaking in descriptive text could raise students' active and interactive also interest in speaking. It could be seen from students' activeness in the class. If the students had a high interest, the teacher would not be difficult to teach the lesson.

The researcher hoped that the school could support teachers to create active and interactive teaching-learning process such as using Think Pair Share Technique in the teaching speaking of descriptive text. So, this research could improve students' speaking skill especially in descriptive text.

Thus, this thesis was served to the readers. The researcher realized that it hadn't been perfect. The researcher hoped any suggestion and criticisms to make it perfect. The researcher hoped that it could be useful to the readers. Amin.